



St Thomas More Roman Catholic Primary School Prospectus



Award Outstanding by Ofsted - March 2012

St Thomas More Roman Catholic Primary School is an outstanding school where pupils feel safe and cared for and parents are welcomed.

Diocese of Salford Inspection Report - April 2012



Turning Potential into Achievement

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Dear Parents,

As the Senior Leadership Team of St Thomas More R.C. Primary School we would like to take this opportunity to warmly welcome you to our school.

The aims of the Governors, staff and ourselves are to create an environment that will ensure that your child will progress academically, socially and personally to his/her full potential.

We value the support and co-operation of parents and view the education of each child as a partnership between home, school and parish. By working with you we can achieve the very best for all our children.

We are very proud of our school, its Catholic ethos and its excellent reputation within the local community. We expect the highest standards from our pupils in everything they do.

This prospectus is an introduction to the range of opportunities on offer in school and provides you with most of the information you will need before you join us.

The staff will do everything possible to ensure your child's time with us is both happy and successful. We look forward to meeting you in due course and to a long and fruitful association in celebrating the achievements of your child.

Yours sincerely,



Don McCorrison
Headteacher



Steve Cowen
Deputy Headteacher



Mrs Quigg
Assistant
Headteacher



Julie McBride
Business Manager

Statement of the Ethos and Values of the School

Our Mission Statement

Based on the teachings of Jesus Christ and the Church and with the help of everyone involved in the school we aim to form a truly Christian Community. We aim to help pupils acquire skills, attitudes and values from the curriculum and to help in their spiritual development. We will provide a happy, well ordered environment where everyone feels secure and loved. The school encourages children to be responsible members of the wider community.

The Distinctive Nature of Education in our Catholic School

Education is concerned with the whole development of the child. It affects his/her spiritual and physical growth as well as the intellectual and psychological development.

The primary source of all human growth is the home. Here under the guidance of the family, children best discover how to be themselves and to grow in God's love.

'Since parents have conferred life on their children they have the most solemn obligation to educate their offspring. Hence parents must be acknowledged as the first and foremost educators of their children. Their role as educators is so decisive that scarcely anything can compensate for their failure in it.'

(Vatican Document on Christian Education)

"The Staff and Governors are justifiably proud of the prayer life and spiritual development of the pupils in the school."

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"The Governing Body is highly committed and knowledgeable about the strengths of the school."

OFSTED Report - March 2012

The Aims of the School

We aim:

- To create a Catholic ethos in the school.
- To introduce Jesus Christ through the liturgy and practices of the Catholic Church.
- To fulfill the unique role of the school in preparing children for the sacramental programme, in partnership with home and parish.
- To create an environment where each child and member of staff is able to realise their full potential.
- To encourage and facilitate the spiritual, moral, cultural, mental and physical development of children within the parish, home, school and the community.
- To organise, deliver and monitor the curriculum for the maximum benefit of children and staff.

The Governing Body

The efficient and effective running of the school is the responsibility of the St Thomas More Governing Body which is composed of 16 members. All Governors hold office for four years after which they may seek re-election or re-appointment.

The Governing Body is composed of:

- Foundation Governors appointed by the Trustees of Salford Diocese.
- Individuals nominated by Rochdale Metropolitan Borough Council.
- Parents of children attending the school.
- Representatives of both teaching and non-teaching staff at the school.
- The Headteacher who is an ex officio member.

“Behaviour in the classrooms and around the school is excellent and this is achieved through positive reinforcement, encouragement and praise.”

Diocese of Salford Inspection Report - April 2012

Our Rules of Life



School Rules

Children are expected to behave in a courteous and sensible manner. Behaviour which causes offence or hurt is not accepted. If a child is persistently troublesome, the parents are invited to the school to discuss the matter with the Class teacher and Head teacher.

Corporal punishment of any kind is not used in school.

The following are the main rules of the school laid down by the Governors:-

- a) Pupils should be punctual and be in the playground by 8.40 am.
- b) Absence should be covered by a note to the class teacher.
- c) All children are expected to take part in all lessons. If a child is unable to do P.E. or Games for medical reasons, a note must be sent to school.
- d) The school has a uniform and parents are asked to ensure children are dressed appropriately to carry on the proud tradition of St. Thomas More.
- e) Pupils are expected to behave with politeness and courtesy at all times.
- f) Children are expected to do any homework set by the teacher.
- g) The bringing of glass bottles is not allowed.
- h) Outlandish hair styles or modes of dress are not allowed.
- i) It is expected that any child chosen to represent the school should see this as his/her first priority.
- j) Pupils should not play with balls before school begins.
- k) Charges may be made for breakages, damage or loss of books, materials or equipment arising from pupils' misbehaviour.
- l) In any matter not clearly covered by the above, children are expected to obey instructions given by staff.
- m) Jewellery is not permitted in school. This includes all earrings.
- n) Children must not bring mobile phones to school.

Should it prove necessary to introduce a new rule, then all parents would be informed by letter.

School Uniform

All clothing and shoes must be marked with your child's name. The school will not accept responsibility for loss of clothing or valuables.

Watches may be worn on the understanding that responsibility for loss or damage rests with the child.

Foundation Stage – (Nursery & Reception)

All our Nursery & Reception children wear a royal polo shirt all year round instead of a shirt and tie. They do not need a P.E. kit but the children will need a pair of pumps and Wellington Boots.

Girls

Navy pinafore dress or skirt or grey trousers

Royal blue polo shirt

Navy V-neck sweatshirt or cardigan

White socks or navy tights

Black shoes

(Trainers are not allowed to be worn in school)

Boys

Grey trousers

Royal blue polo shirt

Grey socks

Black shoes

The rest of the school wear a shirt and tie in the Autumn and Spring. A Summer uniform is optional and can be worn from after Easter until the end of the school year.

Key Stage 1 & 2

Autumn/Spring Term

Girls

Navy pinafore dress or skirt or grey trousers

Light blue shirt (Not Polo Shirt) and School tie

Navy V-neck sweatshirt or cardigan

White socks or navy tights

Black shoes

Boys

Grey trousers

Light blue shirt (Not Polo Shirt) and School tie

Navy V-neck sweatshirt

Grey socks

Black shoes

Summer Uniform

Girls

Blue and white checked dress
White socks
Navy V neck sweatshirt or cardigan
Black/blue shoes/sandals
(Trainers are not allowed to be worn in school)

Boys

Royal blue polo shirt
Navy V-neck sweatshirt
Grey trousers
Black/blue shoes/sandals

“There are very close links with the local church, and with the Parent Teachers Association, both of which make a significant contribution to the sustained development of the school.”

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Physical Education

A P.E. kit should be kept in your child’s cloakroom and taken home each half-term to be washed.

Red Polo Shirt (Not T-shirt)

Navy Shorts

Pumps (KS1)

Trainers (KS2)

Children from Years 3-6 may wear tracksuits outside during winter months but must have full P.E. kit underneath their tracksuit.

Outdoor Use

Football kits / warm clothing may be worn by Years 3 - 6 when doing Outdoor Games during PPA time for teachers.

Parents can order jumpers / cardigans / polo shirts and school bags from school with the school logo on them. The school also sells ties.

We reserve the right to ban items which may be considered harmful or unsuitable.

Parental Involvement

The Home-School Partnership is vital to the success of any school and only by working together can we make the most of your child's time at St Thomas More School.

We ask parents to support the school and staff by encouraging their children to have a positive attitude towards the school and its code of behaviour. Please ensure that your child arrives on time and conforms to the school's regulations regarding the wearing of school uniform.

The school hopes that parents will take an active interest in their child's education and feel free to discuss issues with staff. Your constructive suggestions for improvement of any features of the school are always welcomed and are given genuine consideration which can be included on the OFSTED site 'Parent View'.

Parent Teacher Association (PTA)

We have a very active Parent Teacher Association and all parents with children at the school are automatically members. A Committee is elected annually to organise various social and fund-raising functions throughout the year.

The fund-raising enables the school to extend and improve the resources available to the children as well as giving the opportunity to work with other parents.

In the last three years the school has received over £30,000 from parents generosity. We are very grateful for this financial support and look forward to seeing you and your child/ren at many of the fund-raising events organised by the Committee. Last year the P.T.A. donated £14,000 to school funds.

We are always looking for people who can give some time to help prepare functions. If you can help, please let the Headteacher know.

"There was an extremely high parental response to the questionnaire, with overwhelming support from parents for the school in almost all aspects of its work."

OFSTED Report - March 2012

Curriculum, Organisation and Teaching Methods

Organisation of the School

The school has three separate buildings

- Nursery Class
- Key Stage 1 houses three classrooms of open plan design and caters for Year 1 & 2 children.
- The main building consists of the Reception Class and six Key Stage 2 classrooms (Years 3, 4, 5 & 6).

The school is one and a half form entry (45 children).

Because of our pupil numbers in each year, we are unable to accommodate our pupils in "year groups" and instead we vertically group our children. That is, we have mixed age groups.

The Curriculum

The teaching of the curriculum is divided up into three separate stages

- Foundation stage - (Nursery & Reception)
- Key Stage 1 - (Years 1 & 2)
- Key Stage 2 - (Years 3, 4, 5 & 6)

St Thomas More School recognises the need to prepare our learners for the 21st century. Children's learning needs to keep pace with our rapidly changing world.

The school curriculum offers the flexibility to shape learning to children's needs, interests and aspirations.

Pupils with learning difficulties make the same good progress as their peers as a result of early identification and excellent support. The school works hard to make sure that pupils see links between subjects and are able to apply skills gained in one area to other aspects of their work.

Assessment for learning underpins the curriculum enabling teachers and pupils to become active partners, collaborating in planning, deciding contexts for learning and developing success criteria. Pupil engagement is a central feature of the classroom enabling an active learning environment and pupils to see themselves as successful learners.

The schools broad offer and extensive range of extra curricular activities, including residential experiences have an exceptional impact on the development of personal capabilities, confidence and self esteem. There is excellent take up of a wide variety of sports activities and pupils benefit from strong links with our partner high school Cardinal Langley.

Outdoor learning forms an important part of the schools provision. A number of staff are Forest Schools trained and activities beyond the classroom are planned and delivered as an essential element of the teaching and learning mix.

The school believes that education in its broadest sense is not just about delivering a curriculum. It is about giving children the chance to extend their life skills, developing their confidence and fostering resilience, responsibility and enjoyment.

Children begin their learning journey following the new statutory Early Years Foundation Stage curriculum. Progress is assessed against the Early Learning Goals across seven areas:-

- Personal, Social and Emotional Development
- Physical Development
- Communication & Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

In Key Stages 1 and 2 National Curriculum subjects are:-

English	Mathematics	Science
Computing	Art & Design	Music
History	P.E.	Design & Technology
Geography		

Religious Education

St Thomas More is a Roman Catholic School conducted in accordance with the rites, practices and observances of the Roman Catholic faith.

It is expected that children admitted to the school will take a full and active part in the religious life of the school. All children receive religious education in accordance with the Roman Catholic Faith. The Way, the Truth and the Life is used as a basis for this teaching and is at the very centre of our curriculum. The whole curriculum is rooted in an understanding of life based on Gospel truth and values.

Mass is celebrated regularly in church. Parents and Parishioners are welcome to attend. The children are involved in preparing the liturgy. Other liturgical services are celebrated within the classroom or during school assemblies.

As parents you will be expected to be actively involved in the preparation of your child/ren for the sacraments of Reconciliation, Confirmation and Holy Communion.

“Pupils personal development is reflected in their behaviour and their attitudes and care for others less fortunate.”

Diocese of Salford Inspection Report - April 2012

“The curriculum is outstanding.”

OFSTED Report - March 2012

Assessment for Learning, Recording & Reporting

Assessment for learning underpins teaching and learning. During your child's time at school s/he will be continually assessed by his/her class teacher. This may take the form of tasks or simply by observing what your child has achieved and the progress made.

The continual assessment helps the school to plan for your child's future learning and also gives the school regular information on how well your child is doing or whether additional support is needed in some areas.

At the end of year 1 pupils are assessed by the Government's phonics screening check.

At the end of Years 2 & 6 your child is formally assessed. This gives the school additional information as to how your child is performing nationally and also measures the progress made.

Parents are notified of the results for their own child and also given aggregate results for the year group (last year's results are presented at the rear of this booklet). The annual written report is sent out to parents in July. This is a summary of your child's achievements and progress during the year along with targets for improvement.

Please remember that parents can make an appointment at any time during the year by writing to the class teacher or contacting the school office to request an interview.

"All pupils make outstanding progress from their starting points."

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Parents' Evenings

These consultation evenings are held each term.

- Autumn Term - Progress report
- Spring Term - Further progress
- Summer Term - Written report

The Autumn term parents' evening is meant to be for the parent to give the teacher an overview of their child's interests, attitudes and developments outside school and for the teacher to give his/her initial comments about their child. These should only be ten minute sessions. An opportunity to look at your child's work will be available.

The Spring term meeting will provide an opportunity for parents to discuss the child's progress and look at the work being done in class. Teachers will also provide guidance on what parents can do at home to help.

The Summer term meeting will provide a further opportunity for teachers to report to parents on progress made over the year and to discuss their child's report if they feel it to be necessary.

Complaints about Curriculum

Any parent wishing to see National Curriculum documents, Government Policy documents or any other relevant documentation may do so after having made arrangement with the Headteacher.

In the first instance complaints regarding curriculum should be made to the Headteacher. If a parent feels the matter has not been resolved, the parent may refer the matter to the Governing Body.

Pastoral Care & Discipline

We aim in partnership with each other to create an atmosphere of love and peace. The values we promote include respect, care for others and their property, honesty, trust, fairness, self-respect, self-discipline, self-confidence and loyalty.

Each class teacher has the personal responsibility for the care and welfare of the children in that class.

The school is served on request by our Education Welfare Officer, Health Visitor and School Psychological Service. Parents are always contacted before these visitors approach individual children.

Child Protection (Safeguarding)

The welfare of each child within the school is of paramount importance and to this end and in compliance with the requirements of the law, the Headteacher is the Child Protection Officer and in his absence the Deputy Headteacher.

The school works in partnership with parents to support children in every way possible.

However, the Children's Act places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children. As a result, if concerns are raised within the school or a child or parent reports a situation involving possible abuse, we would not be able to guarantee confidentiality. This situation would have to be referred to Social Services.

Special Educational Needs

Assessment of ability and progression starts as soon as a child begins school. Their progress is carefully monitored and recorded and if a concern is highlighted, the teacher will liaise with the school's SEND Manager to develop a suitable individual programme for the child. This may include working individually or in a small group with the child in class.

The Code of Practice for Special Educational Needs and Disability will address the needs of the children by ensuring that they have the greatest access to a broad and balanced education including the National Curriculum. We will involve parents throughout because we see partnership as vital for success.

We will follow a stage model when meeting the special educational needs of children, and advice will be given by the LA on further action.

Extra-Curricular Activities

A range of extra-curricular activities is offered to pupils including:

Football	Cross Country	Choir	Drama	Street Dance
Swimming Club	Foreign Language	ICT	Netball	Music Zumba

Personal Relationships

The ability to form and maintain relationships in accordance with Christ's Law of Love is an essential part of the education which our school offers.

Parents have the prime responsibility for their children's growth in understanding. The school provides:-

- a setting in which children can, at times, reflect more easily on their present relationships.
- an opportunity for children of the same age to share common experiences and learn from them.
- discussions in class which may require a class teacher to answer with frankness and honesty and then suggest that the child takes up the matter in more detail with you.

The school has an 'Education in Personal Relationships' Policy which has been approved by the Governors.

Session Times

Nursery Class

Mornings only 8.40 a.m. – 11.40 a.m.

Reception Class

Morning: 8.40 a.m. – 12.00p.m.

Afternoon 1.00 p.m. – 3.10 p.m.

Year 1 and Year 2 Pupils (Key Stage 1)

Morning: 8.40 am - 12.00 pm

Afternoon: 1.00 pm - 3.10 pm

This gives 21 hours 30 minutes of teaching time each week.

Years 3, 4, 5 and 6 Pupils (Key Stage 2)

Morning: 8.40 am - 12.30 pm

Afternoon: 1.30 pm - 3.10 pm

This gives 23.5 hours of teaching time each week.

Key Stage One children have morning and afternoon breaks of 15 minutes. Key Stage Two children only have a morning break.

“Pupils behaviour is outstanding in lessons and around the school.”

OFSTED Report - March 2012

Attendance

It is your legal responsibility to make sure that your child attends school every day.

Good habits of regular attendance and punctuality are considered to be an essential part of a child's development and we therefore expect regular attendance (except in times of illness) and good timekeeping, particularly in the mornings.

When a child has to have unavoidable time off school such as to keep medical appointments, his/her parents should ensure that he/she attends school for the rest of the day. A note must be sent to the class teacher informing him/her stating the reason for the absence. If a note is not received your child will have to be marked absent for that session.

School Milk / Fruit

Free Milk and Fruit are provided to the Nursery, Foundation and Key Stage One children daily.

Registers

Electronic registration is carried out at 8.40 a.m. and closed on completion. Pupils arriving after this time must report directly to the office where the register remains open until 8.45 a.m. Then children will be marked late.

Any children arriving after the register closed at 8.45 a.m. will be marked absent for the session.

Whether this is an authorised or unauthorised absence will depend on the reason given. The Local Authority will enforce vigorously the laws which require parents to ensure that their children attend their school regularly.

Family Holidays during School Time

Parents must complete an absence form for holidays during school time. No holiday dates are authorised as advised by the DFE. We ask you to consider the problems caused for your child by missing vital periods in his/her school life.

Accidents and Illness

Before your child starts school we ask you to fill in a form giving details of the course of action you wish us to take in case of an accident. If your child becomes unwell at school we will contact you by telephone in order for you to arrange to take him/her home. A letter is required if children miss school due to illness. Please address the letter to the class teacher. We prefer children not to attend school if they are sick first thing in the morning.

It is helpful to be notified immediately of contagious disease like German Measles. We are always grateful if parents notify us of a case of head lice. We are then able to inform the rest of the class that an anonymous case has been identified and remind parents to check.

Medicines in School

Preventative medicines such as inhalers for asthma are to be kept with the child. Parents are required to sign a School Asthma Card. The child's name and class must be clearly marked on any inhalers brought to school. Medicines should only be administered at the school when it would be detrimental to a child's health or school attendance not to do so. School will only accept prescribed medicines that are in date, labelled, provided in the original container as dispensed by the pharmacist and include instructions for administration, dosage and storage. Parents are to complete a consent form prior to prescribed medicines being left at school. We will not administer non-prescription medicines to a child, if a parent /carer wishes a child to have the non- prescription medicine they will need to come to school to administer it to their child.

Charging and Remission Policy

The policy for charging adopted by The Governing Body is based upon the principle that education for all its pupils should be free of charge if it takes place during school hours. The cost of some activities e.g. educational visits in school hours is such that unless we receive sufficient voluntary contributions, the activity may not take place. No pupil will be barred from a school hours visit or activity on the basis of not being able to pay.

School Meals

The school operates a cafeteria system and the children choose their own meals from a wide variety of wholesome hot and cold dishes. Menus are published and are available on request.

All meal accounts and queries are dealt with by the School office staff. Dinner money should be paid into the revaluation machine situated near the office every morning or by cheque in a sealed envelope with your child's name/class clearly marked and titled 'Dinner Money'. Parents may, if they wish, pay half termly / termly. Those who prefer to bring sandwiches may do so provided they are brought in a plastic container. Children in the Key Stage 1 and Foundation Stage are entitled to a universal free school meal.

Security

A large amount of money has been spent over the last few years on security. The school has endeavoured to ensure that school is a safe and secure environment for its children. All main entrances into school are fitted with security devices to control access but also allow for swift exit should the need arise (eg fire drills).

To gain entry please use the main entrance and ring the bell. The school secretary will release the device and let you enter.

It is important that your child is collected on time. It can be very upsetting for a small child if s/he has to wait. Any child who has not been collected will be asked to wait at the main entrance under the supervision of one of the Key Stage Managers.

All young children should, of course, be accompanied home. Foundation & Key Stage One children must be collected by an adult.

If there is a change of routine, please make sure that the class teacher knows who is collecting the child.

Staff Car Park

For the safety of all children the only vehicles permitted in the school grounds are staff cars and vans making authorised deliveries. Parents cars and taxis are not allowed to drop off/pick up from inside school grounds when children are in attendance.

Visitors Car Park

A visitor's car park is available for parents. Parents using this car park must adhere to the following rules:

- In the interests of safety children must be accompanied by adults to and from the car park
- Parents using the car park do so entirely at their own risk. The school accepts no liability.
- Pedestrians must not use the car park as a 'short cut' to the main school.
- Cars must not be left on the car park during the day.
- Staff will not engage in disputes arising from careless parking / driving.
- The footpath at the side of the car park must be used for pedestrian access to school.

Physical Education and Provision for Sport

The school believes that physical education is vital and unique in its contribution to health and children's physical and emotional development. Physical education at St Thomas More develops physical competence and the ability to perform a range of activities. It promotes physical skillfulness, physical development and knowledge of the body in action.

The school works closely with Cardinal Langley Sports College in developing physical education and sport.

Through games and extra curricular activities, the children are offered a variety of sports including football, netball, athletics, hockey, swimming and cross country. The school is a member of Middleton Sports Association and participates in inter school competitions in football, netball, swimming and cross country.

Homework

Once children have started in the Reception Class, reading exercises will be sent home. Parents are expected to listen to and help their child with his/her reading. Older children are given various forms of homework, such as reading, spelling, number work and written assignments a few times a week - parents are expected to check and sign their childrens' homework before returning it to school.

Rates of Attendance/Unauthorised Absence

School Performance Information, Absence Return 2014 - 2015

The statement below is based on the Absence Return forwarded to the Department for Education and Skills. For the purposes of this statement the school year is considered to end at Mid-term break May 2015.

Pupil Information for the Period

1	Number of days pupils of compulsory school age on roll for at least one session	262
2	Number of pupil sessions	99560

Authorised Absence in the Period

% Sessions (½ days) missed through authorised absence 2.7%

Unauthorised Absence in the Period

% Sessions (½ days) missed through unauthorised absence 0.8%

“The school has also built on its tradition of sporting success.”

OFSTED Report - March 2012

“The use of assessment to improve achievement in English is exemplary.”

OFSTED Report - March 2012

COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2015) and nationally (2014) at the end of Key Stage 1, as a percentage of those eligible for assessment. The number of eligible children is: 43

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2C	2B	2A	3	4	Disappled Children	Absent Children
Speaking & Listening	Boys	School	0	4	-	92	-	4	0	0	0
		National	2	11	-	67	-	20	0	0	0
	Girls	School	0	0	-	89	-	11	0	0	0
		National	1	6	-	64	-	28	0	0	0
	All	School	0	2	-	91	-	7	0	0	0
		National	2	9	-	66	-	24	0	0	0
Reading	Boys	School	0	12	4	44	36	4	0	0	0
		National	3	10	10	25	26	26	0	0	0
	Girls	School	0	0	6	11	61	22	0	0	0
		National	1	6	8	21	28	35	0	0	0
	All	School	0	7	5	30	47	12	0	0	0
		National	2	8	9	23	27	30	0	0	0
Writing	Boys	School	0	12	24	36	28	0	0	0	0
		National	3	15	20	31	20	11	0	0	0
	Girls	School	0	0	11	22	50	17	0	0	0
		National	2	8	13	29	27	21	0	0	0
	All	School	0	7	19	30	37	7	0	0	0
		National	2	11	16	30	23	16	0	0	0
Mathematics	Boys	School	0	12	4	32	44	8	0	0	0
		National	2	7	12	25	27	26	0	0	0
	Girls	School	0	11	0	33	44	11	0	0	0
		National	1	5	12	28	31	22	0	0	0
	All	School	0	12	2	33	44	9	0	0	0
		National	1	6	12	27	29	24	0	0	0
Science	Boys	School	0	0	-	100	-	0	0	0	-
		National	2	9	-	66	-	23	0	0	-
	Girls	School	0	0	-	100	-	0	0	0	-
		National	1	7	-	71	-	21	0	0	-
	All	School	0	0	-	100	-	0	0	0	-
		National	2	8	-	68	-	22	0	0	-

Includes all schools with pupils eligible for assessment at Key Stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.

Speaking and Listening and Science subjects do not report level 2A, 2B and 2C, only level 2. These are shown in the 2B column for the purposes of this table.

Absent and Disapplied are not reported in science main level but are reported as U (unable). These are shown in the disapplied column for the purposes of this table.

'-' represents 'Not Applicable'.

'x' indicates a figure not shown in order to protect confidentiality.

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COMPARATIVE REPORT

These tables show the percentage of Year 6 pupils achieving each level in 2015, compared to national end of Key Stage 2 Teacher Assessment Levels and Test Results for 2014.

The number of eligible children is: 44. Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS											
		Percentage at each level									
		W	1	2	3	4	5	6		D	A
English	School	0	0	0	9	45	45	0		0	0
	National	1	1	2	9	47	39	2		0	0
Mathematics	School	0	0	0	7	39	50	5		0	0
	National	1	0	2	9	44	36	8		0	0
Science	School	0	0	0	9	59	32	0		0	0
	National	1	0	2	9	49	38	0		0	0
TEST RESULTS											
		Percentage at each level									
		B	3	4	5	6			T	A	
Grammar Punctuation & Spelling*	School	0	9	20	68	2			0	0	
	National	3	18	24	49	4			3	0	
Reading	School	2	5	36	57	0			0	0	
	National	3	6	39	49	0			2	0	
Mathematics	School	0	9	41	41	9			0	0	
	National	3	10	44	33	9			1	0	

